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ABSTRACT

This teacher's guide presents 10 instructional units for one portion of the Texas-approved course in driver and safety education. The units cover the following topics: what is safety?; accident causation and prevention; home safety; student transportation safety; disasters; pedestrian safety; passenger safety; fire safety; consumer safety; and recreational safety. Each unit contains these elements: purpose, performance objectives, content outline, learning activities, evaluative measures, and references. An appendix lists sources of free and inexpensive materials. (KC)

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Foreword

Safety Education presents instructional units for one portion of the state-approved course, Driver and Safety Education. Units for the driver education classroom portion of the course are presented in *Driver Education Classroom and In-Car Instruction,* Texas Education Agency Publication CU6 370 03.

The State Board of Education has authorized the Driver and Safety Education course as an alternative to the in-car practicum of the standard driver education program. Traditionally, driver education has consisted of two phases: classroom instruction plus the in-car practicum. In the classroom instruction phase, educators teach large numbers of students using methods consistent with the teaching of other courses in the curriculum. The in-car phase is a deviation from this structure with average teacher/student ratios of three-to-one required, along with significant outlays of funds for leasing or purchasing automobiles and for operating costs. The State Board approved the course, Driver and Safety Education, to assist schools having difficulty in providing in-car instruction. The course provides an alternative program in which students may earn state graduation credit and their learner's driving permit.

We hope that through the safety education program students will acquire the skills and knowledge necessary to function safely in today's society.

W. N. Kirby
Commissioner of Education

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INTRODUCTION

Accidents on the road, at play, and in the home continue to be the leading cause of death among American children and youth. Accidents cost more than $16 billion annually, and the total impact of human suffering as a result of accidents is beyond measure. Home and traffic accidents claim most lives, but drownings and fire casualties also keep the death toll high. Technological advancement, while unquestionably adding to the enjoyment of life, has multiplied every day dangers; people have not yet learned how to function safely in this increasingly hazardous environment.

Preventing accidents is not a simple matter, for so many variables affect the accident rate that the most effective remedial action is difficult to determine. However, the first priority in accident prevention is always to remove all possible hazards from the environment. Other priorities are to place barriers around hazards and protective devices on human operators. Such techniques are included in the concept of engineering for safety. Another effective technique for accident prevention is supervision and enforcement. These accident prevention techniques are of critical value and should be used wherever possible. However, engineering and enforcement techniques work best in controlled or closed environments such as factories and military bases. In private life, members of the general public have great amounts of freedom and participate in a diversity of activities. The exposure to accidents is large, and a great number of hazards can not be controlled by engineering or enforcement. Thus, in the main, individuals must accept responsibility for their own safety. To manage their lives in a safe manner, they must learn to recognize and avoid hazards and to develop appropriate attitudes and skills. The role of safety education is to develop the body of knowledge needed for safe living and to impart that knowledge to individuals.

At no time during Texas students' public school experience do they study a formal curriculum in safety education. Educators integrate safety into a number of the subject areas at the elementary level; however, many students receive little if any instruction in situations that are commonly life-threatening to them. Therefore, the safety education section of the course, Driver and Safety Education, provides the student with knowledge needed to prevent accidents associated with the home, student transportation, disasters, pedestrians, passengers, fire, consumers, and recreational activities.

Driver and Safety Education is designed for a full 80-hour semester. The driver education classroom portion of the course requires 56 hours of instruction; the safety education portion, the remaining 24 hours. Ten essential elements specified in Title 19, Chapter 75 of the Texas Administrative Code comprise the safety education portion which teachers present in 10 units of instruction. Teachers need devote no specific amount time to each unit as long as they present each during the 24 hours of instruction. Teachers should demonstrate good planning to assure that all units are adequately presented and that students master all performance objectives.

The required essential elements are the basis of the instructional units this publication describes. Each unit is written to the teacher and is organized as follows:

- **Purpose.** A statement of what the teacher will attempt to accomplish.
- **Performance Objectives.** The achievement standards students are to attain in each unit.
- **Content.** An outline—sometimes brief, sometimes detailed—providing the teacher with a suggested organization of the unit.
- **Activities.** Learning experiences that teachers may use to develop desired student behavior. Teachers need not conduct all activities. Also, teachers are encouraged to try others not listed.
- **Evaluative Measures.** Examples of means by which teachers may measure the performance objectives.
- **References.** Sources of information on subjects under consideration.

INSTRUCTIONAL UNITS

What is Safety?

In the next 12 months, one out of every four Americans will be injured seriously enough to require medical care. Over 90,000 of these injuries will prove fatal. Accidents rank as the number one cause of death and injuries for children and young adults. The greatest tragedy lies in the fact that most accidents can be prevented.

One of our most important needs is to learn to live safely in an increasingly complex and technological environment. To develop this capacity, we must know how to modify and adjust to the environment to eliminate or minimize as many unsafe conditions as possible. We need to be able to recognize personal handicaps and limitations and how to compensate for them. We should develop a strong sense of personal and social responsibility for the common good through the acquisition of positive attitude-related behaviors for safe living.

While safety engineering and safety laws are important, a substantial reduction in accidents can also be achieved through safety education. To achieve maximum effectiveness, safety education must start in the preschool years and continue through elementary and secondary schools into adult life. Safety must be a way of life, learned and practiced at home, work, and play.

Purposes

The purposes of this unit are:

- to promote student understanding of the extent and nature of accidents in our society
- to promote student knowledge and understanding of safety concepts
- to promote student ability to recognize factors that affect a safe performance
- to promote student abilities to recognize risk situations and minimize risk-taking situations
- to promote student abilities to recognize situations that will maximize success in dealing with hazardous situations

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify the numbers and types of accidents that occur in our society
- to state a definition for the term *safety*
- to state a definition for the term *accident*
- to identify a risk-taking situation

- to minimize his or her own risk taking in hazard situations
- to identify methods to maximize success while reducing risk-taking situations

Content

The content of this unit should include:

A. Introduction to safety terms

1. Accident
2. Safety
3. Risk
4. Hazard

B. Nature of the accident problem

1. Accident data
   a. statistics
   b. inferences
2. Losses
   a. economic
   b. social
   c. personal

C. Development of safety programs

1. Disaster preparedness
2. Industrial revolution
3. Transportation industry
4. Technology revolution
5. Leisure/recreational activities

D. Basic methods in accident prevention

1. Education
   a. public
   b. private
2. Enforcement
3. Engineering

E. Injury control techniques

1. Emergency techniques
   a. personal
   b. community

2. Technology
   a. active systems
   b. passive systems

F. Making decisions on risk taking

Activities

A. If time is minimal or resources limited, you may present this unit following the topics contained in the unit outline.

B. Additional supplemental activities include:

1. Discuss major accidents that have happened recently. Decide what could have been done to prevent each one.

2. Invite an officer of the Department of Public Safety to visit the class and talk about the nature of accidents related to transportation.

3. After reading the handout "Representative Definitions of Safety," ask students to meet in small groups to discuss definitions, think up situations—safe and unsafe, and chose the most appropriate definition.

4. Lead a discussion around the "About Air Bags" film to help students learn about active and passive technology systems.

5. Ask a community representative to present information concerning community responsibility and personal responsibilities dealing with traffic and industrial accidents.

6. Lead a discussion centered around excerpts from *Accident Facts* that show descriptive statistics and the ways in which statistics are gathered. In addition, you may use examples from Texas accident facts.

7. Plan a field trip to gather information from local agencies such as the Red Cross, civil defense agencies, American Automobile Association, or other safety organizations.

Evaluative Measures

To measure attainment of performance objectives, ask students:

A. What is the difference between a risk and a hazard?

B. What are three things that have contributed to the development of safety programs?

C. What is the difference between an active and a passive safety system?

D. What are the three E's of accident prevention?

E. Thinking back to the risks you have taken over the last month, can you detect a pattern in the reasons you took the risks and what you hoped to gain in taking them?

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Thygerson, A.L. *Essentials of Safety* . 3rd edition. Englewood Cliffs: Prentice Hall, 1986.

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Accident Causation and Prevention

An analysis of the cause of accidents suggests the approach to be used in attempting to prevent them. Prevention does not just mean making more and more safety devices. Although these devices may certainly be important, improving one's knowledge, skills, attitudes, and habits will help prevent more accidents in today's world. This unit should reinforce and develop these qualities to their highest possible levels of achievement. Teachers should emphasize the individual student's taking responsibility for his or her own actions and preventing injury to himself or herself and to others.

Purposes

The purposes of this unit are:

- to promote student understanding of safe living and accident prevention
- to promote a safer attitude in one's own actions
- to encourage a sense of personal responsibility
- to be knowledgeable about accident causation and prevention
- to encourage students to attain adequate skills in accident prevention
- to create a sense of reality that accidents can be prevented

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify what an accident is
- to identify five causes of accidents
- to name possible preventions of accidents
- to give an example of each cause of accidents

Content

The content of this unit should include:

A. Possible causes of accidents as they relate to large heterogeneous groups:

1. Inadequate knowledge
   a. new technology
   b. new laws
   c. inexperience

d. safety rules basic to survival
e. partial information
f. under-estimating danger

2. Insufficient skill
   a. attempting to perform beyond one's ability
   b. sports
   c. work
   d. machines
   e. psychophysical characteristics decrease skill:
      (1) faulty vision
      (2) fatigue
      (3) muscular weakness
      (4) senility
      (5) intoxication
      (6) overwrought emotions
      (7) emotional pressure

3. Environmental hazards
   a. automobiles
   b. high-powered industrial equipment
   c. electrical household appliances
   d. lawn equipment
   e. weather
      (1) floods
      (2) tornadoes
      (3) avalanche
      (4) lightning

4. Improper habits and attitudes
   a. the prime accident producer
   b. procrastination
   c. decision without thinking
   d. effect of being emotionally upset
   e. "it won't happen to me" attitude
   f. incorrect skill learned, producing bad habit
   g. poor sportsmanship
   h. extreme fear
   i. lack of experience

5. Unsafe behavior
   a. due to improper attitudes and/or habits
   b. purposely engaging in unsafe act
   c. acting on impulse without thinking of consequences
   d. risk taking
   e. emotional instability
   f. drug involvement

B. Perception

Definition: The process of becoming aware of objects, qualities, and relations via the sense organs—includes such activities as observing, recognizing, discriminating, and grasping meaning.

Problems with perception are caused when the individual is:

1. Unable to organize and interpret data
2. Under emotional duress
3. Experiencing distortion caused by:
   a. drugs
   b. severe mental disease/disorder
   c. sensory deprivation (blindness, deafness, etc.)
   d. influence of the individual's needs, values, and attitudes

C. Prevention of accidents

1. Health care
   a. vision
   b. hearing
   c. balance
   d. nutrition
   e. circulatory system
   f. proper medication for diseases such as epilepsy, diabetes, and high blood pressure

2. Improved/increased knowledge
   a. rules
   b. complete information
   c. the decision-making process
   d. laws
   e. thinking ahead
   f. educating the community:
      (1) laws
      (2) rules
      (3) personal safety
      (4) environmental safety

3. Psychological awareness
   a. motivation to practice protective skills
   b. importance of teaching children early to form good safety habits
   c. fostering attitudes that help people
   d. awareness of potential danger
   e. understanding the meaning of prevention

4. Principles of accident prevention
   a. an unsafe act, an unsafe condition, an accident—all symptoms of something wrong in the management system
   b. prediction of certain sets of circumstances that produce severe injuries; identification and control of circumstances
   c. managing safety like any other company function: management sets goals, plans, organizes, and controls to achieve goals
   d. management procedures that fix accountability: the key to effective safety performance

e. the function of safety—locating and defining the operational errors that allow accidents to occur:
   (1) by asking "why"—searching for root causes of accidents
   (2) by asking whether or not certain known effective controls are being used

Activities

A. Have students role-play different situations focusing on certain causes of accidents and lead class discussion on how the accidents could have been prevented.

B. Have students evaluate possible causes of accidents described in current periodicals.

C. Have students write three goals to prevent accidents and to improve their safe driving.

Evaluative Measures

To measure attainment of performance objectives, ask students:

A. to define: accident, prevention, cause, effect, attitude, habit

B. to list five possible causes of all accidents

C. to discuss four possible preventions of accidents

D. to draw a diagram of an unsafe act

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Home Safety

Practicing safety is as much a part of life as eating and sleeping. It cannot be ignored without suffering the consequences. Furthermore, everyone must practice safety for society to establish a safe environment. Most safety experts divide safety education into four areas: work, highway, play, home.

The home, which typically might be considered the safest of the four areas, is actually the most dangerous. Statistics clearly tell us that most nonfatal injuries occur in the home. Even though there has been a reduction in deaths and disabling injuries in the home in recent years, the home is still considered to be an unsafe place. This is mainly due to of a lack of safety knowledge, mental attitudes in prudent human behavior, and faulty design of the physical environment. When a major part of our lives is spent in or around the home (over 90 percent as a child and again upon retiring), the home should be the safest of the four identified areas where injuries occur. With over 50 percent of all injuries in America still occurring in the home, much can be accomplished if proper safety education is taught and put into practice.

Purposes

The purposes of this unit are for students:

- to understand that the home exposes a person to accident-producing situations
- to understand that deaths and injuries in the home occur from many different causes
- to understand preventive and protective actions to minimize the consequence of accidents
- to identify and discuss the different types of home accidents
- to identify conditions and remove hazards responsible for home accidents
- to understand the emergency procedures to follow in the home

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify the places in the home where death and injury occur most often and why
- to demonstrate understanding of home safety by developing a home safety evaluation
- to write to agencies in the community concerned with safety in the home and ask for free material
- to conduct a detailed needs assessment to be used in planning a safe home environment
- to develop the attitude that all members of the home are responsible for appropriate safety leadership and supervision

- to realize that the home is where parents and children alike assume individual responsibilities for safe behavior in all situations
- to understand that the home is where the family practices safe living at all times

Content

The content of this unit should include:

A. Fundamental responsibilities and precautions by the builder and the home owner

1. Use of fire-retardant material when possible
2. Economic costs
3. Proper home architecture
4. Work areas defined
5. Electrical wiring
6. City ordinances
7. Storage of potentially dangerous products
8. Burglar alarm
9. Latest safety technology

B. Safety of children, common childhood accidents, and where they occur

1. Fireplaces
2. Bathtubs
3. Childproof electrical receptacles
4. Medicine storage and tamper-resistant bottle caps
5. Swimming pools
6. Suffocation

7. Storage of dangerous products such:
   a. polish
   b. detergents
   c. oven cleaners
   d. bleach
   e. ammonia
   f. drain cleaners
   g. insecticides
   h. pesticides
   i. antifreeze
   j. fertilizers
   k. waxes

8. Floor surfaces

9. Emergency procedures; phone numbers of doctor, police, fire department, EMS

10. Lack of knowledge and skill

C. Teenage and adults

1. Smoking

2. Firearms

3. Falls, physical condition and location

4. Fires and their causes; extinguishers for different types of fires

5. Weather precautions for tornados, wind, floods

6. Emergency escape routes

7. Smoke alarms

8. Alcohol and drugs

D. Precaution for senior citizens

1. Falls and where they occur

2. Walkways, stairs, slippery surfaces, and obstructions

3. Kitchen fires

4. Poisoning

5. Knowledge of handling emergencies

6. Physical and medical condition

7. Physically impaired

8. Stools and ladders

E. Protection against accidents and forced entry

1. Insurance—structural coverage and homeowners
2. Liability
3. Rental insurance
4. Community-approved shelters
5. Neighborhood watch programs
6. Yard maintenance equipment and their use

Activities

Ask students:

A. to investigate a real accident and/or hazardous conditions and report findings to the class

B. to preview home safety materials available to the public from various local, state, and national sources

C. to complete a list of agencies where resources are available and the address where each can be located

D. to review over a one-week period newspaper articles, radio reports, and magazine articles that report home accidents

E. to visit a home or invite a home builder to visit the class and explain home safety features that are built into the modern home

Evaluative Measures

To measure attainment of performance objectives, assign students:

A. To do a complete needs assessment of their homes:

1. Family members
   a. knowledge test
   b. skills test
   c. attitude investors
2. Property (home)
   a. community or state codes
   b. safety inspector's visit to home
   c. legal requirements

3. Community services
   a. police policies
   b. EMS
   c. fire, hospitals, and public health agencies and personnel

B. To attend training workshops sponsored by the Red Cross or community organizations:

1. CPR

2. Disaster procedures

3. Special emergency training

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Thygreson, Alton L. *Safety*. Englewood Cliffs: Prentice Hall, 1986.

Student Transportation Safety

Every day during the school year more than 25,000 school buses carry over one and one-half million Texas students to and from school at an approximate cost of $2 million. School bus transportation has become big business, and it is likely to grow even larger and more complex with the rise in the school population and the consolidation of more and more schools. These facts, together with the increasing number of vehicles crowding our inadequate highways, make school bus safety a more important concern than ever before.

Remarkably, school bus transportation is a safer operation considering the number of students being transported, the number of school buses in use, and the number of miles driven. About 70 percent of the school bus accidents that do occur involve property damage but no personal injury.

School buses will be an even safer and more efficient means of transportation when parents, school administrators, teachers, and students gain a complete understanding of the school bus program and develop a spirit of cooperation in conducting it successfully.

Purposes

The purposes of this unit are:

- to promote student knowledge and understanding of safe pupil transportation
- to promote the understanding that the privilege to ride a school bus carries certain student responsibility
- to promote understanding and knowledge of school bus rules and regulations
- to present procedures for anticipating the potentially faulty judgment of drivers

Performance Objectives

Upon completion of this unit, the student should be able:

- to state the importance of remaining seated and orderly while on the school bus
- to participate in a bus evacuation exercise
- to identify the special precautions needed when getting on and off the school bus
- to identify problems bus drivers face
- to identify the safest route to travel to and from the bus stop

Content

The content of this unit should include:

A. The pupil transportation system

1. History
2. Accident rate
3. Where accidents occur
4. Routing and scheduling

B. The school bus

1. Safety standards
2. Safety belt controversy
3. Driver regulations
4. Starting
5. Controlling a vehicle in motion
6. Stopping
7. Emergency first-aid procedures and equipment

C. Student responsibilities

1. Rules and regulations
2. Safe pedestrian practices
   a. walking on streets and highways
   b. entering and leaving bus area
3. Safest route concept
4. Entering and exiting the school bus safely
5. Safe evacuation practices
6. Emergency procedures

Activities

A. Using transparencies, discuss emergency situations (fire, fights, accidents within bus, illness, school bus accident with driver injury) involving school buses.

B. Perform a school bus evacuation drill.

C. Role play situations with one student as a bus driver and other students acting out situations common on school bus rides.

D. Have students interview three bus drivers and report to class.

E. Bring in a guest speaker (school bus driver or pupil transportation director).

F. Have students analyze school bus routes for safest way to school.

H. Assign students to write a paper about bus safety.

I. Ask students to list all school bus rules.

J. Sponsor a bumper sticker or poster contest promoting safety on school buses.

K. Have students develop a system that would be used to report troublesome students.

L. Have students develop and perform a skit to teach elementary students the importance of bus safety.

Evaluative Measures

To measure attainment of performance objectives, ask students:

A. to list five reasons for remaining seated on school buses

B. to discuss the safest route concept

C. to list three safety standards that have protected bus occupants

D. to discuss reasons for or against having safety belts on school buses

E. to discuss the safest way to enter and exit a school bus

F. to explain the correct way to approach a school bus

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Stewart, P.T. "Make It Click for Safety—But Not on School Buses," *Traffic Safety* . Chicago: National Safety Council, 1984.

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U.S. Department of Transportation. *Safety Belts in School Buses*. DOT HS 806 799. Washington D.C.: U.S. Departrment of Transportation, July 1985.

Disasters

Disasters occur in unpredictable fashion, usually without warning, often causing heavy loss of life and destruction of property. Some disasters are blamed on the forces of nature; others are caused by humans themselves. Regardless of the source, the enormity of devastation caused by disasters makes it imperative that we plan in order to reduce these effects and to promote faster and more efficient recovery.

The known potential dangers possible from natural and human-made causes are sufficient to necessitate disaster planning by individuals plus the organization of local preparedness units. A disaster preparedness program involves the entire community on a day-to-day basis. Disaster preparedness is a planned and organized action to survive disasters produced by natural causes or by military attack.

Purposes

The purposes of this unit are for students:

. to understand why disaster preparedness is important

. to distinguish between natural disasters and human-made disasters

. to identify the responsibilities of the state and national governments in disaster planning

Performance Objectives

Upon completion of this unit, the student should be able to:

. describe disaster planning and preparedness

. list natural disasters

. list human-made disasters

. develop a disaster preparedness plan for the community

. list the responsibilities of the state and national governments in disaster planning

Content

The content of this unit should include:

A. Natural disasters

1. Areas of vulnerability

2. Disaster characteristics

3. Tornadoes
   a. definition
   b. paths they travel
   c. destructive force
   d. emergency information
      (1) watch
      (2) warning
   e. procedures to follow
      (1) Open windows and doors on side of structure away from tornado.
      (2) If possible, get underground or in a basement, storm cellar, subway, etc.
      (3) In schools, go to interior hallways and basements, if available.
      (4) Leave a car and find a ground depression in which to lie.

4. Hurricanes
   a. definition
   b. how hurricanes are organized
   c. destructive path
   d. safety measures
      (1) Keep radio or television tuned for weather advisories.
      (2) Keep ample supply of food and water.
      (3) Vacate low-lying beaches.
      (4) Provide emergency lighting facilities.
      (5) Keep sufficient quantities of gasoline in the car.
      (6) Create opening in house on opposite side from the storm.
      (7) Board up windows.
      (8) Disregard rumors; listen to official broadcast.
      (9) Recognize that well-built homes away from dangers of tidal waves are the best protection.

5. Blizzards
   a. common to northern states
   b. cause death and injury
   c. safety precautions
      (1) Do not leave car.
      (2) Run engine occasionally to warm car, but ventilate compartment.
      (3) If car runs out of gas, close all windows and stuff handkerchieves or the like in all cracks.
      (4) Do not open car door after running out of gas, and do not go to sleep.
      (5) Exercise occasionally by stomping your feet.
      (6) Remove shoes and message feet if you get too cold.
      (7) Remain calm until help arrives.

6. Floods
   a. causes of floods
   b. flood warnings
   c. safety precautions
      (1) Follow instructions and advice of local government.
      (2) Secure home before leaving.
      (3) Board up windows.
      (4) Do not stack sand bags around house.
      (5) Travel with care.
      (6) Leave home early enough to avoid being marooned.

(7) Make sure car has plenty of gas.
(8) Follow recommended routes.

7. Earthquakes
   a. nature's most devastating phenomenon
   b. warnings
   c. actions to take to prevent injury
      (1) Remain calm; do not panic.
      (2) Stay where you are.
      (3) Indoors, sit or stand against an inside wall or take cover under heavy furniture.
      (4) Outdoors, stay away from overhead electric wires, poles, or anything that might fall.
      (5) If driving, pull over and stop.

B. Human-made disasters

1. Riots and civil disturbances
   a. occur all over the world
   b. stem from human's inability to communicate and settle differences
   c. precautions for riot protection
      (1) Be alert to social setting.
      (2) Guard against false rumors.
      (3) Avoid areas where riots are taking place.
      (4) Go into seclusion, if necessary.
   d. additional precautions for schools
      (1) Devise safe exit routes for students and employees.
      (2) Lock boiler rooms and power equipment when not in use.
      (3) Provide adequate lighting for interior and exterior of buildings.
      (4) Increase the supply and availability of dry chemical fire extinguishers.
      (5) Locate duplicates of important papers outside the school.
      (6) Keep flammable liquids and materials isolated and stored according to fire codes.
      (7) Keep police and fire department phone numbers at the school switchboard.

2. Explosions
   a. explosive material
      (1) gasoline, benzine, naptha
      (2) spray cans
      (3) natural or artificial gas
   b. occur instantaneously
   c. fires from explosions
   d. most common causes of explosions
      (1) leaky gas pipes near heating plants
      (2) hot water heaters
      (3) cooking equipment
      (4) leaky furnace or stoves

3. Forest fires
   a. Find proper location for a fire.
   b. Clear the area of debris.
   c. Build a containment wall around fire.
   d. Maintain proper size of fire.
   e. Know effective ways to extinguish the fire.
   f. Make sure the fire is out.

4. Nuclear attack
   a. Main effects
      (1) intense light (flash)
      (2) heat
      (3) blast
      (4) radiation
   b. Injury area
   c. Weather factors
   d. Radioactive fallout
   e. Emergency actions
      (1) Know your local emergency action plan.
      (2) Understand nuclear attack hazards.
      (3) Know the attack warning signal.
      (4) Know the location of fallout shelters.
      (5) If no shelter is available, improvise protection.
      (6) Conserve emergency supplies.
      (7) Reduce fire hazards.
      (8) Know the basics of emergency medical care.
      (9) Follow official instructions.

Activities

Ask students:

A. to list the possible disasters that might locally occur in the community

B. working in teams, to develop a disaster plan for the school and community

C. to listen to a local police authority you have invited to talk to the class about the meanings of the warning systems used in the community

D. to listen to a local weather forecaster you have invited to talk about tornadoes and hurricanes

Evaluative Measures

To measure attainment of performance objectives, ask students:

A. to write short papers on the procedures a local community should follow in planning disaster preparedness

B. to name at least five natural disasters and identify the parts of the country they are likely to occur

C. to name at least three devastating human-made disasters

D. to list the procedures to follow to prevent forest fires and explosions from leaky gas pipes, gasoline, and spray cans

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Pedestrian Safety

Persons standing, walking, jogging, or running are pedestrians. They must take a number of precautions and assume certain responsibilities because pedestrian fatalities account for approximately 17 percent of all motor vehicle-related deaths each year. Nearly 5,900 motor vehicle accidents in Texas annually involve pedestrians. These accidents result in more than 500 deaths and 5,300 injuries.

Research indicates several common characteristics of pedestrian accidents. First, the two age groups that are particularly vulnerable are the very young (under age 10) and the elderly (over 65). Second, the majority of pedestrian accidents occur when individuals attempt to cross a street or roadway at an intersection or between intersections. Finally, alcohol is a major contributing factor in pedestrian injuries.

Purposes

The purposes of this unit are:

- to familiarize students with the unique hazards that they create as pedestrians as well as those created by vehicle operators
- to emphasize the ways in which pedestrian accidents could be minimized
- to emphasize the concept that pedestrians have definite responsibilities for proper conduct in traffic situations
- to present the laws that concern both drivers and pedestrians

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify a variety of causal factors linked with pedestrian injuries
- to discuss several counter measures to minimize pedestrian injuries
- to identify and discuss specific laws that state the privileges and responsibilities of pedestrians in a variety of traffic situations
- to recognize the increased potential for injury at intersections
- to identify and discuss the dangers associated with hitchhiking
- to recognize the signs that indicate that a stopped vehicle is about to begin moving
- to recognize the dangers that alcohol pose to the intoxicated pedestrian

Content

The content of this unit should include:

A. Pedestrians' responsibilities

1. Pedestrians crossing a roadway at points other than crosswalks shall yield right-of-way to all vehicles.

2. Where pedestrian tunnel or overhead crossing is provided, pedestrians shall yield to all vehicles.

3. Pedestrians shall not cross between adjacent intersections where traffic-control signals are in operation except in a marked crosswalk.

4. Pedestrians shall move, wherever possible, upon the right half of crosswalks.

5. Drivers shall use due care to avoid hitting a pedestrian and shall sound horn to warn child or any confused or incapacitated person upon a roadway.

6. Pedestrians shall not walk along and upon a roadway where sidewalks are provided.

7. Pedestrians shall use the left side when walking along and upon a roadway where sidewalks are not provided.

8. If no sidewalks are provided, pedestrians shall step off the pavement onto the grass, dirt, curb, etc. when a car approaches.

9. No person shall stand in a roadway to solicit a ride, contributions, employment, or business from occupant of any vehicle.

10. Local authorities may prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

11. Disabled persons may carry a white cane while walking. Others cannot display such a cane on public streets or highways.

12. Pedestrians should not walk on a roadway when drinking. Walking while intoxicated (WWI) pedestrians may become traffic victims.

B. Causes and counter measures associated with pedestrian accidents

1. Intersections:
   a. Driver must yield to pedestrians on the half of the roadway upon which the driver is traveling or to pedestrians so close to said half as to be in danger.
   b. Driver must not overtake and pass a vehicle that is yielding to a pedestrian in a crosswalk.
   c. Drivers must check crosswalks before making protected or unprotected left or right turns.
   d. Joggers or bikers will sometime fail to yield at intersections and instead will sprint through the intersection rather than break stride.
   e. Pedestrians should only cross at intersections when the light or sign allows them to do so.

2. Walking on streets or highways
   a. Daytime —Follow responsibilities listed in Section A. Wear sunglasses to provide a clear view of oncoming traffic.
   b. Nighttime—Darkness more than doubles the hazard of pedestrians. Dress in bright white and/or reflective clothing. Carry a flashlight or Cyalume lightstick. Drivers traveling 40 miles per hour or faster fail to detect pedestrians at least 55 percent of the time. Be exceptionally cautious.
   c. Inclement Weather—Dress appropriately. Wear bright colors so you can be seen easier. Rain contributes to pedestrian accidents by reducing the driver's visibility and the pedestrian's visibility due to umbrellas, raincoats with hoods, etc.

3. Walking while intoxicated (WWI)
   a. WWI results in a reduction in the ability to judge distances.
   b. It results in a lack of motor coordination.
   c. It sometimes results in the inability to recognize sounds and sights adequately.
   d. More than half of the fatally injured adult pedestrians have blood alcohol levels in excess of .10 (legal intoxication).

4. Solicitation of rides (hitchhiking)
   a. No person may stand in the roadway for the purposes of soliciting a ride, contribution, or business.
   b. Hitchhiking is a dangerous practice besides being illegal in many areas. The dangers include:
      (1) possibility of being hit by an oncoming car
      (2) possibility of causing an accident as a car attempts to stop
      (3) possibility of being abducted by the driver or passengers
      (4) possibility of getting into a car with an intoxicated driver
      (5) possibility of being involved in an automobile accident since you do not know the driver's skill

5. Failure to anticipate driver or other's mistakes
   a. Be prepared for someone else to make an error in judgement.
   b. Enhance your perceptive ability. Use the following techniques:
      (1) comprehensive and acute viewing
      (2) scanning
      (3) awareness of blind spots
      (4) keeping alert
      (5) avoiding tunnel vision. Take in the whole picture.

6. Failure to recognize car movement
   A stopped car will show a variety of signs that indicated initial movement. These include:
   a. exhaust fumes
   b. brake lights that are no longer activated
   c. backup lights that are activated
   d. change in the sound of the idling engine

7. The elderly pedestrian
   Older pedestrians are involved in the largest proportion of pedestrian deaths. They should follow these simple practices:
   a. Walk, never run, across streets.
   b. Do not go out at night unless accompanied by a younger person.
   c. Give your full attention to traffic.
   d. Wait for the green light or *go* signal before crossing a street.
   e. Use a convoy system of crossing with other pedestrians.
   f. Be decisive about crossing. Do not turn back in the middle.

8. Developing basic defensive driving tactics and defensive movements relative to traffic
   a. Reduce reaction time.
   b. Steer past danger.
   c. Leave yourself other alternatives.
   d. Recognize dangers of city, rural, freeway, and night driving.
   e. Parking precautions—young pedestrians can dart into a car's path while the driver attempts to parallel park. Be cautious.
   f. Emergency driving—pedestrians should be acutely aware of the sights and sounds of an ambulance, fire, or police vehicle as it approaches.

Activities

A. Show slides of various controlled and uncontrolled local intersections. Have students identify the hazards found at the intersections. Include conditions:

   1. in bright sunlight
   2. during nighttime
   3. at controlled intersections
   4. at uncontrolled intersections
   5. where children are crossing or playing
   6. when handicapped persons are crossing
   7. when joggers, runners, or bikers are present
   8. in right and left turn conflicts

B. Use brainstorming techniques to identify the possible hazards associated with hitchhiking.

C. Have students in small groups discuss the protective actions to be taken when walking at night, during inclement weather, or as an elderly pedestrian.

D. Have students develop individual lists of the hazardous situations created by joggers and bikers.

E. Lead a discussion on proper defensive driving techniques.

Evaluative Measures

To measure attainment of performance objectives:

A. Use slides or filmstrips to test students' ability to recognize potentially dangerous situations and evaluate their driver and/or pedestrian reactions to situations such as:

1. a traffic jam
2. unfavorable weather conditions
3. skidding car
4. blinding lights of approaching vehicle
5. blow-out on front or rear tire
6. street-side door opens on parked car
7. children playing along the sidewalks
8. walking along the highway at night
9. the driver of another car attempts to pass a car stopped for pedestrians crossing
10. entering a vehicle on a crowded street

B. Ask students:

1. To define jay walking and give an example

2. Which of the following pedestrians can display white canes while walking?
   a. blind
   b. partially blind
   c. disabled
   d. all of the above*
   e. none of the above

3. When a vehicle ahead of you stops to let a pedestrian pass in front of it, you should:
   a. sound your horn and continue
   b. overtake it to the right
   c. overtake it to the left
   d. stay in line and wait until the vehicle ahead proceeds*
   e. none of the above

4. When no sidewalk is available, pedestrians should walk:
   a. on the side of the road with the lightest traffic
   b. on the pavement on the right side of the road to avoid oncoming cars
   c. on the pavement on the left side of the road*
   d. on the grass, dirt, curb, etc.
   e. none of the above

5. To explain how alcohol endangers a pedestrian

6. To list several ways in which operators and pedestrians can promote "good will" and cooperation on the streets and highways

7. To list four pedestrians' rights and responsibilities when using streets and highway.

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Passenger Safety

The most effective means of protection for passengers in a collision is the wearing of safety belts. Recent research indicates that 98 percent of Texas drivers and passengers killed in traffic accidents were not using safety belts. A safety belt helps prevent the occupant from striking objects such as the windshield, striking other occupants, and being thrown from the car. Chances of being killed increase by 25 times when a person is not wearing a safety belt.

Purposes

The purposes of this unit are:

- to promote the use of safety belts by all passengers in the vehicle
- to identify why safety belts save lives and prevent serious injuries during accidents
- to understand emergency procedures to use in case of an accident

Performance Objectives

Upon completion of this unit, the student should be able:

- to understand the relationship between speed traveled and passenger safety
- to recognize the importance of safety restraints
- to describe ways to influence others to wear safety belts when a passenger
- to know emergency procedures to take when involved as a passenger in an accident

Content

The content of this unit should include:

A. The use of the braking chart in regard to speed travel

1. Total stopping distance
2. Impact forces
3. Passenger safety

B. Types of safety restraints and how they work

1. Lap belts only
2. Lap/shoulder belts
3. Child safety seats
4. Air bags

C. The effectiveness of safety belts

D. The mandatory safety belt law

E. Influencing others to wear safety belts

1. Law
2. Safety is "cool"
3. Protection for friends

F. Emergency procedures when involved in a vehicle accident as a passenger

1. Decide what should be done first.
2. Recruit help.
3. Send for help.
4. Request specific assistance: law enforcement officers, ambulance, wrecker, etc.
5. Control traffic.
6. Give first aid to the injured.
   a. Remain calm; reassure victims.
   b. Avoid unnecessary movement of victims.
   c. Check for pulse and breathing:
      (1) mouth-to-mouth
      (2) mouth-to-nose
      (3) CPR
   d. Control bleeding:
      (1) direct pressure
      (2) arterial pressure
      (3) tourniquet
   e. Treat for shock.

Activities

A. Discuss how safety belts operate and how they should be used.

B. Discuss how safety belts have saved many lives and decreased injuries.

C. Describe the front passenger seat as the "most dangerous seat in the car."

D. Discuss how to get others to wear safety belts.

E. Discuss the mandatory safety belt law.

F. Describe and explain "crashworthiness."

G. Review emergency procedures to be used by passengers when involved in an accident.

H. Show a film on the importance of safety belts in both the front and rear seats.

Evaluative Measures

To measure attainment of performance objectives, assign students:

A. to write one-page papers entitled, "Me and the Front Seat"

B. to list the different safety devices that are engineered for passenger protection

C. to list the emergency procedures you would take if involved in an accident

D. to write a paragraph entitled, "Crashworthiness"

References

American Automobile Association. *A Resource Curriculum in Driver and Traffic Safety Education*, (AAA Supplement), Falls Church, VA: American Automobile Association, 1972.

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Fire Safety

Fire is one of humankind's greatest discoveries and has contributed significantly to the development of modern society. Our daily lives revolve around fire in some form—for cooking, heating, producing electricity, powering automobiles and airplanes, and in the manufacture of innumerable products.

For all its many beneficial uses, however, fire is capable of producing disaster in a matter of seconds. Once out of control, it can ravage a series of buildings, a whole community, a forest, or other valuable property. Each year in this country alone fire is responsible for thousands of deaths and injuries and for the loss of billions of dollars.

Fire is widely recognized as a serious danger, especially when out of control; yet in a highly organized and sophisticated society it is still treated with misapplication and carelessness, as if it were completely harmless. We understand fire to a great degree. We have the technological knowledge and capability to prevent and retard fires, but we have not been successful in educating people concerning its proper use and control.

Purposes

The purposes of this unit are:

- to promote an understanding of the value and the danger of fire
- to gain an understanding of the proper use of fire
- to develop an understanding of the hazards of uncontrolled fire
- to develop a means of dealing with uncontrolled fire
- to foster an appreciation for those involved with protecting the public from uncontrolled fire

Performance Objectives

Upon completion of this unit, the student should be able:

- to describe the historical importance of fire
- to identify the problem of uncontrolled fire in terms of lives, suffering, and property damage
- to list and explain the different types of fire and the means by which they can be controlled
- to describe the different types of fire injuries
- to explain how a home fire protection system can work

Content

The content of this unit should include:

A. Introduction

1. Historical aspects of the use of fire

2. Value of fire
   a. Cooking and heating have used fire for centuries.
   b. Flame cooking has never been improved upon.

3. Myriad dangers of fires

B. Fire statistics

1. Approximately 6,000 killed annually in fires in the United States, three-fourths in homes

2. Over $7 billion dollars in property damage

3. Chicago fire, October 9, 1871, 300 died; Peshtigo, Wisconsin, same day, 1,152 died

C. Technical information about fire

1. Fire triangle—fuel, oxygen, heat

2. Types of fire
   a. Type A—carbonaceous material
   b. Type B—combustion of materials that become gaseous when heated
   c. Type C—live electrical equipment
   d. Type D—combustible metals

D. Fire hazards

1. Smoking in bed

2. Heating system

3. Electrical circuits
   a. overloaded circuits
   b. improper wiring

4. Storage areas
   a. rags, paint
   b. trash, other flammables

E. Fire injury

1. First degree—shallow, reddening of skin only

2. Second degree—deeper, blistering, but entire skin layer not affected

3. Third degree—affects entire skin layer; destruction and charring of tissue
   a. loss of body fluid, shock
   b. hemorrhaging, blood loss
   c. PVC, hydrogen chloride gas

F. Fire protection

1. Early warning detection
   a. smoke detectors
   b. sensor devices

2. Fire extinguishers
   a. portable types
   b. fixed types

3. NFPA home fire plan
   a. removal of fire hazards
   b. everyone in family learn fire prevention concept
   c. early warning system
   d. fire escape plan

Activities

A. Have students develop fire plans for their homes.

B. Have the local fire marshal present information to the class about fire safety.

C. Visit a local fire station with the class to see how fire protection is accomplished.

Evaluative Measures

To measure attainment of performance objectives, ask students:

A. to describe the historical importance of fire

B. to identify the problem of uncontrolled fire in terms of lives lost, suffering, and property damage

C. to list and explain the different types of fire and the means by which they can be controlled

D. to explain how a home fire protection system can work

Resources

Escape. (VHS videotape, 13 min.) Modern Talking Pictures. 500 Park Street North, St. Petersburg, FL 33709.

Family Fire Safety. (16 mm film, 14 min.) West Glen Films.

Fire Emergency Action. (VHS videotape, 7 min.) American Red Cross. AV Loan Library. 5816 Seminary Rd., Falls Church, VA 22041.

Get Low and Get Out. (VHS videotape, 7 min.) Aetna Life and Casualty Company. Film Library. Corporate Communications, DA20. Hartford, CT 06156.

Get Out Alive. 16 mm film, 30 min.) Modern Talking Pictures. 5000 Park Street North, St. Petersburg, FL 33709.

Smoke and Fire: Two Steps to Survival. (16 mm film, 19 1/2 min.) Aetna Life and Casualty Company. Film Library. Corporate Communications, DA20. Hartford, CT 06156.

References

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Consumer Safety

In teaching about the prevention of consumer-related accidents, address the reasoned acceptance of risks. Help students establish the tools necessary to evaluate products and the possible consequences of their use. As you teach consumer safety, include the "buyer beware" principle. To be effective, follow your instruction with learning activities that allow students the opportunity to demonstrate, practice, and evaluate their choices. Since consumer safety covers a broad spectrum of concepts, this unit is broken into four topics: Product Safety, Advertising and the Consumer, Consumer Information About Medicines, Agencies for the Protection of the Consumer.

Product Safety

Purposes

The purposes of the Product Safety topic of this unit are:

- to promote the understanding necessary for students to evaluate products and wise economics
- to develop in students a sense of responsibility to report significant failures for products they encounter

Performance Objectives

Upon completion of this topic, the student should be able:

- to identify vehicle products used for safety
- to demonstrate vehicle products used for safety
- to recognize the warning instructions given on consumer products
- to identify scientific criteria for the evaluation of health information and the selection of health products and services
- to analyze the differences between a quack and a competent medical practitioner

Content

The content of this topic should include:

A. Consumer—a person who uses products and/or services that satisfy human wants and needs.

1. Factors that influence buying
   a. price
   b. values
   c customs
   d. needs

2. Sources that supply scientific information concerning product safety
   a. medical and paramedical professions
   b. school and public education
   c. religious counselors
   d. government health agencies
   e. voluntary health agencies
   f. community hospitals

3. Products to examine for safety
   a. food
   b. drugs
   c. cosmetics
   d. clothing
   e. automobiles

B. Quackery—a fraudulent practice in an attempt to deceive or cheat the public

1. Types of quackery
   a. uninformed
   b. dishonest
   c. borderline

2. Forms of quackery
   a. nostrum
   b. self-medication
   c. testimonials and claims
   d. false advertising
   e. fads
   f. superstitions

3. Susceptibility to quackery
   a. uneducated public
   b. persons suffering from incurable illnesses
   c. hypochondriacs
   d. self-medicants
   e. pressure groups

Activities

A. Have students select a product: food, drug, cosmetics, clothing, automobile. Ask them to answer the following questions and then report their finding to the class:

1. What laws and standards provide product safety for the consumer and the product?

2. What advertising method is most widely used for the product selected?

3. What agencies investigate fraud or deficiencies for the product selected?

4. What misconceptions are common for the product selected?

B. Have students research and report on how international affairs, national politics, depressions, inflation, taxes, and competition influence and affect the availability and safety of a product.

C. Identify one product; have students attempt to sell the product to the class using fraudulent means.

D. Have students research the degree of success of safety devices in automobiles. The following are devices students could cover using *Consumer Reports*.

1. Absorbing steering column
2. Seat belts
3. Defrosting and defogging equipment
4. Lighting
5. Windshields
6. Anti-theft devices
7. Tires

E. Ask students to answer the following questions on the safety of devices they have researched:

1. When did the safety device become available?
2. What resistance, if any, did the product face through legislation?
3. What agency endorsed this product? What agency denounced the need or safety factor for this product?
4. What was the cost effectiveness ratio for this product?

F. Have students develop a list of health and product misconceptions. Discuss in class the dangers of disease progress, ill-effects, lost monetary values, and lost time when misconceptions are valued and practiced.

Evaluative Measures:

To measure attainment of performance objectives, ask students:

A. to identify advertisements and products that are susceptible to quackery

B. to list the agencies that deal with consumer product safety

C. to list three types of people who are susceptible to quackery and tell why

D. to develop a list of criteria for the evaluation of health products and services

E. to describe the differences between a quack and a competent doctor

F. to list steps to follow when reporting a product for fraud

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Haag, Jessie Helen. *Focusing on Health.* Austin: Steck-Vaughn Company, 1980.

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Advertising and the Consumer

Purposes

The purposes of the Advertising and the Consumer topic of this unit are:

- to analyze the advertisement techniques used to inform, persuade, and/or intimidate the consumer
- to examine the agencies that are responsible for advertising

Performance Objectives

Upon completion of this topic, the student should be able:

- to identify advertising sources and techniques and to discuss advertising's impact on society
- to identify labels and their functional values
- to determine ways advertising can manipulate society

Content

The content of this topic should include:

A. Sources of advertising

1. Word of mouth
2. Newspaper and magazines
3. Television

4. Radio
5. Telephone book

B. Types of advertising
   1. Institutional advertising
   2. Testimonial advertising
   3. Product differentiation advertising
   4. "Buy direct" advertising

C. Popular products for advertising
   1. Food
   2. Drugs
   3. Cosmetics
   4. Clothing
   5. Automobiles

D. Agencies developed for advertising protection
   1. Food and Drug Administration
   2. Federal Trade Commission
   3. U.S. Department of Agriculture
   4. Local health department
   5. State health department

E. Types of labels
   1. Grade label
   2. Descriptive label

F. Guidelines for labels used in advertising
   1. What will the product do?
   2. What is it made of?
   3. How is it made?
   4. How do you care for it?

5. What are recommended uses?

6. What is the name of the manufacturer or distributor?

Activities

A. Tell students to each select a product for the *Buying Guide*. Have them collect as many labels as they can for the products selected. Ask them to consider: What kind of information is included in the labeling of your product? What kind of information is essential to users of the product? What essential information is not included in the label?

B. Have each student make a brief scrapbook consisting of at least 10 advertisements, using newspapers and several kinds of magazines as their sources. Tell them to be sure and include:

   1. two institutional advertisements

   2. two ads displaying product differentiation

   3. two ads that encourage the consumer to "buy direct"

   4. one testimonial

   5. one picture advertisement

C. Invite the advertising manager of a local newspaper, magazine, or radio station to speak to the class on how advertising attempts to initiate interest on the behalf of the consumer. Have class members prepare questions for discussion.

D. Have each student develop an imaginary product. Have students create labels to include, where applicable, the following: name of product, function, ingredients, guarantees, age restrictions, dangers.

Evaluative Measures

To measure attainment of performance objectives, have students:

A. to identify various examples of advertising by the technique and possible source

B. to develop a label that includes all necessary information (use a well-known product)

C. to answer the following questions:

   1. What is the purpose of a label?

   2. What first started the use of labels?

   3. Why are the labels on some products controlled by legislation while others are not?

   4. What information do labels contain?

   5. How does advertising influence our buying?

6. How can one detect unreliable information on labels?
7. What types of products are tested and rated by commercial companies?
8. What are some media sources for advertising?

References

Consumerism—Search for the Consumer Interest.

Coles, Jessie V. *Standards and Labels for Consumers' Goods.* New York: The Ronald Press Company, 1949.

Nadel, Mark V. *The Politics of Consumer Protection.* Indianapolis: The Bobbs-Merrill Company, Inc., 1971.

Consumer Economics.

Consumer Information About Medicines

Purposes

The purposes of the Consumer Information About Medicines topic of this unit are:

- to promote student understanding of the use of prescription and over-the-counter drugs
- to develop an understanding of the packaging of drugs and their intended uses

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify the difference between over-the-counter and prescription drugs
- to be able to explain the need for government regulations for the pharmaceutical industry
- to list and define dangers of self-medication
- to identify labels and standards for medications
- to identify steps necessary for poison control and the function of the local poison control center

Content

The content of this topic should include:

A. Amendments for drug safety

1. Food and Drug Act
2. PL 87-781
3. Consumer Credit Protection Act
4. National Traffic and Motor Vehicle Safety Act

B. Prescription medications

1. Development, testing, and investigation processes
2. Packaging of prescription medications
3. Medication safety precautions
4. Government regulations
5. Poison control

C. Over-the-counter medications

1. Dangers of self-medication
2. Chemical interactions
   a. potentiation
   b. negation
   c. hallucinogenic
3. Types of over-the-counter medications
   a. vitamins
   b. aspirins
   c. sleep aids
   d. laxatives
   e. cold remedies
   f. nasal sprays
   g. stimulants
   h. numerous others
4. Generic vs. brand name

5. Labeling
   a. Name and address of manufacturer
   b. Weight, measure or numerical count
   c. Warnings
   d. Common name
   e. Ingredients
   f. Adequate directions

Activities

A. Obtain advertisements from medical journals. Discuss the following:

   1. How are physicians influenced by advertising?

   2. On what basis should a physician prescribe medications?

   3. How does the average family doctor learn about the use and availability of new medications?

B. Have students prepare reports on the possible dangers of self-medication. Ask them to select one of the following for class presentation:

   1. Vitamins

   2. Aspirins

   3. Cold remedies

   4. Sleep aids

C. Invite a pharmacist to class to discuss the packaging and marketing of prescription and over-the-counter drugs.

Evaluative Measures

To measure attainment of performance objectives, have students:

A. identify over-the-counter vs. prescription medications

B. discuss the dangers of self-medication

C. discuss the positive and negative aspects of generic medications

E. name the amendments for consumer safety concerning drugs

F. identify methods of merchandising

G. discuss the factors involved in chemical interaction

H. answer the following questions:

1. What is the Texas Dangerous Drug Law of 1959?
2. Are there any legal restrictions on OTC drugs?
3. What is a drug?
4. In what ways can OTC drugs be harmful? Are drugs that are prescribed for one person safe for another? Explain.

References

Consumerism—Search for the Consumer Interest.

Standards and Labels for Consumers' Goods.

Insel, Paul M., and Roth, Walter T. *Core Concepts: Health in a Changing Society.* Palo Alto: Mayfield Publishing Company, 1977.

Agencies for the Protection of the Consumer

Purpose

The purpose of the Agencies for the Protection of the Consumer topic of this unit is to discuss some of the protective measures afforded to the consumer and the agencies that provide such protection.

Performance Objectives

Upon completion of this topic, the student should be able:

- to identify the organizations and their functions established for the protection of the consumer
- to identify the procedures one should follow while preparing a grievance against a product or person

Content

The content of this topic should include:

A. Federal agencies

1. Food and Drug Administration
   a. Bureau of Drugs
   b. Bureau of Foods and Pesticides
   c. Bureau of Veterinary Medicines
   d. Office of Product Safety

B. State and local agencies

1. Better Business Bureau
2. Consumer Fraud Bureau
3. Office of the Attorney General

C. Private organizations

1. Consumers' Research, Inc. (CR)
2. Consumers' Union of U.S., Inc. (CU)

D. Publications concerning consumer safety

1. *Consumers' Research Bulletin*
2. *Consumer Reports*
3. *Buying Guide*

Activities

A. Assign students to prepare a detailed report on one of the following, covering origin, purpose, growth and development, and accomplishments.

1. Food and Drug Administration
2. Federal Trade Commission
3. Federal Trade Commission Act
4. Wheeler-Lea Amendment
5. U.S. Department of Agriculture
6. Office of Product Safety

B. Invite a representative from the Better Business Bureau to visit the class. Provide for discussions on mail fraud, advertising improprieties, and grievance procedures.

C. Lead a discussion on the history and significance of the Federal Trade Commission.

D. Have students make a list of organizations and obtain samples of the consumer publication published by each.

Evaluative Measures

To measure attainment of performance objectives, have students:

A. to identify eight agencies and list their functions

B. to identify five steps to follow in the grievance procedure

C. to list the steps necessary in rating a product

D. to identify which agency to contact concerning consumer information for a given list of products

References

Standards and Labels for Consumers' Goods,

Focusing on Health.

The Politics of Consumer Protection.

Consumer Economics.

Recreational Safety

Increased emphasis on physical fitness and wellness, more recreational sites, better transportation facilities, and a higher standard of living are some of the factors responsible for the growth of the recreation industry in recent years. Admittedly, recreational pursuits have many advantages for individuals and families and are important to their well-being. However, as more people participate in more activities and as additional recreational sites become available, accidental deaths and injuries may increase. Education offers the greatest opportunity for preventing accidents and making these activities more enjoyable.

Safety should be a first consideration both in choosing and pursuing an activity. Although any activity carries certain risks, with few exceptions the risks can be minimized by taking some simple precautions. People should participate only in activities that are within their own physical and emotional capabilities.

Recreational activities are unlimited; however, this unit will explore the safety aspects of boating, camping, hunting, skiing, and swimming.

Purposes

The purposes of this unit are:

- to acquaint students with procedures to prevent accidents in boating
- to acquaint students with the types of accidents associated with camping and to provide procedures to prevent camping accidents
- to provide students with basic procedures to follow while hunting
- to provide students with opportunities to identify the types of accidents associated with swimming
- to provide students with an understanding of the risks and dangers associated with snow and water skiing

Performance Objectives

Upon completion of this unit, the student should be able:

- to identify the types of accidents associated with boating and describe the procedures to prevent boating accidents
- to identify procedures that eliminate or reduce the risk of camping accidents
- to understand the rules to follow while hunting to prevent accidents

- to gain a responsible attitude and correct knowledge about the hazards of aquatic participation and how to avoid and prevent swimming accidents
- to develop an understanding of the safety precautions to observe while snow or water skiing

Content

The content of this unit should include:

A. Boating

1. Types of problems associated with boating
   a. sinking boat
   b. fire on boat
   c. jumping in boat
   d. bad weather
   e. fumes
   f. capsized
   g. anchor too short
   h. loading boat incorrectly

2. Procedures to use to prevent boating accidents
   a. before leaving
      (1) Leave a float plan.
      (2) Clean the boat of fire and tripping hazards.
      (3) Have at least one anchor and sufficient line to ensure a good hold in strong winds.
      (4) Carry a secondary means of propulsion.
      (5) Make sure your boat is equipped with a bailer.
      (6) Carry a compass.
      (7) Know the various distress signals.
      (8) Learn the weather warning signals and check the forecast.
      (9) Properly maintain, stow, and learn to use the safety equipment carried on board.
      (10) Carry sufficient tools for minor repairs.
      (11) Show your passengers where the emergency equipment is located and how to use it.
      (12) Develop and use a check list to ensure that you have everything you need aboard.
      (13) Get up-to-date charts of the area in which you plan to boat.
      (14) Carry extra fuel in portable marine fuel tank or safety can.
   b. fueling
      (1) Close all doors, hatches, and ports while fueling.
      (2) Fires and smoking are strictly prohibited.
      (3) Do not operate electronic gear while fueling.
      (4) Know the facts on alcohol blend fuels.
      (5) Know your fuel tank capacity.
      (6) After fueling, ventilate all compartments and check machinery and fuel tank for fumes before starting motor.

c. underway
   (1) Distribute the load evenly; do not overload.
   (2) Do not permit persons to ride on parts of the boat not designed for such use.
   (3) Keep an alert lookout.
   (4) Be careful when operating in any areas where swimmers or divers may be.
   (5) Watch your wake.
   (6) Know and obey the rules of the road.
   (7) Always have children and non-swimmers wear personal flotation devices (PFD).
   (8) If you capsize, remember that if the boat continues to float, stay with it.
   (9) Water ski only when you are well clear of all other persons.
   (10) Be extremely careful of your footing.
   (11) Always instruct one other person on board in handling your boat in the event you become disabled or fall overboard.
   (12) Be aware of signs of fatigue.
   (14) Alcohol and other drugs are serious contributors to accidents both ashore and afloat.
   (15) Know the buoy system.
   (16) Be careful of hypothermia.
   (17) Prevent collisions.

d. on return
   (1) Notify the person you left your float plan with that you have returned.
   (2) Inspect and clean your equipment.
   (3) Report any boating accident.
   (4) Make arrangements for replacements or repairs if needed.

3. Federal and state requirements for recreational boats

4. Nautical terms

B. Camping

1. Site hazards and preventive measures
   a. falling branches or rocks: importance of camping in a clearing away from overhanging branches or cliffs
   b. lightning: importance of camping away from tall trees, staying out of water and close to the ground in a thunderstorm
   c. flooding: necessity of camping out of potential gullies, washes, and flood areas
   d. impure drinking water: boiling water five to 10 minutes, using special tablets, or bringing in pure water

2. Fire safety
   a. the most dangerous and devastating of camping hazards
   b. nationally, millions of acres are burned each year due to wild fire
   c. campfires
      (1) Use a fireplace if available.
      (2) Clear at least a five-foot radius of flammable material.
      (3) Build in a clearing, not under a tree.
      (4) Surround fireplace with stones.
      (5) Never put flammable liquid on a fire.
      (6) Never leave a fire unattended.
      (7) Keep buckets of water or fire extinguisher nearby.
      (8) Put a fire out cold, so cold you can touch it.

d. chemical stoves and lanterns
   (1) Never use in a tent.
   (2) Carry fuel in safe containers, never glass or plastic.
   (3) Keep fuel containers away from heat.
   (4) Turn off appliance when refueling.
   (5) Follow manufacturer's instructions.
e. tents
   (1) Tents should be of fire retardant material.
   (2) Never use a fire in a tent, including cigarettes, candles, and lanterns.
   (3) Use battery-operated smoke alarms in a tent.

3. Seasonal climate hazards
   a. summer: sunburn, heat exhaustion/stroke, dehydration
   b. winter: hypothermia, frostbite
   c. prevention: appropriate clothing and equipment, first aid

4. Wild animal attacks and preventative measures
   a. Generally, if you leave them alone, they will leave you alone.
   b. Do not bring domestic pets.
   c. Do not feed wild animals.
      (1) Keep food stored in sealed containers and/or out of reach by hanging it from a tree.
      (2) Dispose of garbage properly.
   d. Learn to identify poisonous snakes.
      (1) Pit vipers: rattlesnakes, copperheads, and cottonmouth moccasins have triangular-shaped heads with pits that look like extra nostrils.
      (2) Coral snakes: "red on yellow, kill a fellow/red on black, venom lack."
      (3) Do not reach blindly into holes or disturb wood or rock piles.
      (4) Wear loose pants and high boots in snake-infested areas.
      (5) Be knowledgeable about snake bite first aid.
   e. For insects, use repellant or screening, first aid.
   f. Be aware of poison ivy, oak, and sumac.
      (1) Plants cause rashes, blisters, and pain.
      (2) Learn to identify and avoid.
      (3) Never burn poisonous plants.
   g. Learn proper use of axes, hatchet, and knives.
      (1) Used improperly, they can cut severely.
      (2) Keep sheathed when not in use.
      (3) Keep sharpened; dull blades tear and bounce rather than slice or cut.
      (4) Use a chopping block.
      (5) Use contact method of chopping.

C. Hunting

1. Learn basic firearm rules.
   a. Treat every gun as if it were loaded.
   b. Never carry a loaded gun unless actually in the field hunting.
   c. Always point the muzzle in a safe direction. (Never point a gun at a human being while hunting and handling, or transporting a gun.)
   d. Be certain of your target and backstop before shooting.
   e. Never shoot from or across a road or from a vehicle.
   f. Unload the gun when not hunting, especially before entering a motor vehicle (including boats.)
   g. Never use your scope for binoculars.
   h. When crossing fences, jumping streams, etc., unload the chamber before proceeding.

i. Never lean a gun on a fence, tree, or car; lay the gun on the ground when not in use, making sure the chamber is empty.
j. Never trust a safety.
k. Liquor and hunting do not mix.
l. Practice courtesy and self control.
m. Obey the law.
n. Do not clean a gun unless the action is open.
o. Keep ammunition locked in a safe place away from children.
p. Do not try to shoot out obstructions from the gun barrel.
q. Make certain the caliber or gauge of the cartridges match the gun to be loaded.

2. Do not carry guns with their muzzles pointing in a lateral direction.
   a. When carrying a gun, point the muzzle up or down.
   b. Do not transport on a seat in a horizontal position.
   c. When using a saddle scabbard, never carry the gun horizontally along the saddle. Make sure the muzzle is pointed either up or down.

3. Know the legal laws for carrying a gun in a car.
   a. location
   b. license

4. Know the difference between a prohibited and a deadly weapon.

5. Check your gun to make sure it is functioning properly.

6. Most accidents occur when hunters are not familiar with:
   a. their equipment
   b. their target
   c. their location
      (1) shooting in a restricted area
      (2) shooting in the wrong direction
   e. the geography of the hunting site
      (1) danger of becoming lost and acting out of fear
      (2) danger of falling down
      (3) exhaustion due to distance travelled
   f. weather precautions
      (1) hypothermia
      (2) storms
      (3) heat strokes
   g. physical limitations
      (1) stress
      (2) overextending
   h. proper handling of a weapon

D. Fishing

1. Fishing is a popular recreational activity.
   a. There are 28 million serious fishers and another 45 million casual fishers in the United States.
   b. People may engage in fishing from the bank and in stream wading, boat fishing, ice fishing, night fishing, and deep sea fishing.

2. Precautions to be taken while fishing
   a. Be careful when casting, especially when in a boat with others or in crowded quarters.
   b. Remain seated in a boat or be sure someone else remains seated to steady the boat if you have to change positions.
   c. If you wish to change positions with someone, return to shore or shallow water.
   d. Load the boat carefully with proper equipment such as personal floatation devices.
   e. Be on the lookout for storms and head for shore in case of threating weather.
   f. Be sure the boat and motor match.
   g. Never sit on a motor when fishing.
   h. Be sure you have an ample gas supply and lights for running after dark.
   i. Know how to bait hooks properly and how to remove fish from the hooks.
   j. If ice fishing, check with local authorities about ice conditions.
   k. Never wade in a stream when alone and watch for slippery rocks and underwater snags and hazards.

E. Swimming

1. Causes of water accidents
   a. enthusiasm—exceeding swimming skills
   b. face saving, taking dares, showing off
   c. explorer's instincts: raft building, rock hopping, fording streams
   d. unskilled use of small boats: canoes, kayaks, rowboats
   e. muddy and strange waters, sudden drops, holes
   f. hidden underwater dangers: rocks, stumps, mud
   g. disrespect for swift currents, tides, and undertow
   h. underestimation of distance from shore
   i. sprinting outward, away from shore, too tired on return
   j. swimming and wading alone
   k. artificial supports, water wings, inflated rings
   l. overcrowding boats

2. Health and sanitation
   a. toilet and shower procedures
   b. caution against wearing footwear on pool deck
   c. control of expectoration
   d. importance of breath control
   e. caution against swimming while afflicted with a cold

3. Hazards in the aquatic environment
   a. panic
   b. exhaustion
   c. cramps
   d. waves
   e. currents
   f. dangerous marine life

4. Personal water safety
   a. Learn to swim well enough to survive in an emergency.
   b. Never swim alone; swim only with a buddy who has the ability to help when necessary.
   c. Swim only in supervised areas.
   d. Follow rules set up for the particular pool, beach, or waterfront where you are swimming.
   e. Learn the simple and safe reaching rescues.

f. Know how to administer artificial resuscitation.
g. Know your limitations and do not overestimate your ability.
h. Stay out of the water when overheated and immediately after eating.
i. Stay out of the water during electrical storms.
j. Dive only into waters of sufficient depth.
k. Do not substitute inflated tubes, air mattresses, or other artificial supports for swimming ability.
l. Always swim a safe distance away from diving boards and platforms.
m. Avoid long periods of immersion and overexposure to the sun.

F. Skiing

1. Dress and equipment
   a. Proper equipment selection and care of equipment needs to be fully understood.
   b. Wear a good pair of sunglasses on bright sunny days to cut the glare and prevent possible snow blindness.
   c. Carry extra clothing when planning a long day of skiing.
   d. Check equipment before starting out to make sure it fits properly and is in good working condition.

2. Conditioning
   a. Have a realistic perspective of your strengths and abilities.
   b. Discuss a plan for preseason conditioning.
   c. Engage in proper warm-up before skiing.

3. Safety tips
   a. Ski under control at all times. If you find yourself going too fast, sit down.
   b. Ski on terrain appropriate to your level of skill.
   c. Ski in areas free of traffic.
   d. Use good judgment when skiing with other people.
   e. Be familiar with the weather conditions.
   f. if skiing alone, let someone know where you are going to be.

Activities

A. Simulate a boating trip, and have students go through a safety check list to see if their boat meets the "Courtesy Marine Examination."

B. Have students who are scouts demonstrate how to build a safe fire, use an ax or hatchet, identify poisonous plants, and identify poisonous snakes.

C. Have students demonstrate the proper procedures to determine if a gun is loaded, the proper procedures for cleaning a gun, how to carry a gun properly in the field and in a moving vehicle, and how to store a gun properly.

D. Have students describe the proper way to fish from a boat.

E. Conduct a class discussion on swimming accidents that could have been prevented with safety precautions.

F. Have students list three precautions to prevent accidents while snow skiing.

Evaluative Measures

To measure attainment of performance objectives, have students:

A. Define the following nautical terms:
   1. Bow
   2. Stern
   3. Port
   4. Starboard
   5. Underway

B. List three keys to campfire safety.

C. List six common causes of water accidents.

D. Answer the following questions:
   1. What is the most common cause of all hunting accidents?
   2. Describe how to change positions in a boat while fishing?
   3. What is the most common injury associated with skiing?

References

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Seaton, Schomottlack, Clayton, Leibel, and Meissersmith. *Physical Education Handbook*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1983.

Texas Parks and Wildlife Department. *Better Boating*. Seattle: Outdoor Empire Publishing, Inc., 1978.

U.S. Bureau of the Census. *Statistical Abstract of the United States*. Washington, D.C.: U.S. Bureau of the Census, 1986.

APPENDIX

Sources of Free and Inexpensive Materials

American Automobile Association
P.O. Box 1986
Houston, TX 77001
Write for catalog:
- pedestrian—pamphlets, posters, films
- seatbelts—pamphlets, posters, films

American Red Cross
Write to chapter nearest you for:
- fire safety—pamphlets, posters
- pedestrian safety—posters
- motor vehicle safety—pamphlets
- water safety—pamphlets, posters, films
- camping, etc. safety—pamphlets, posters, films
- disaster preparedness—posters

Channing L. Bete Bo., Inc.
45 Federal Street
Greenfield, MA 01301
Write for catalog:
- fire safety—pamphlets
- pedestrian safety—pamphlets
- motor vehicle safety—pamphlets
- water safety—pamphlets
- camping and hiking—pamphlets
- fishing—pamphlets
- disaster preparedness—pamphlets

Employers Insurance of Wausau
2000 Westwood Dr.
Wausau, WI 54401
Write for:
- fire safety—pamphlets, posters
- water safety—pamphlets, posters

National Rifle Association
Public Relations
1600 Rhode Island Avenue, N.W.
Washington, DC 20036
No catalog. Write for fishing, hunting, etc. pamphlets, films.

National Safety Council
425 North Michigan Avenue
Chicago, IL 60611
Write for catalog:

- fire safety—pamphlets, posters
- pedestrian safety—pamphlets, posters
- water safety—pamphlets, posters
- camping and hiking—pamphlets
- fishing, etc.—pamphlets, posters
- disaster preparedness—pamphlets
- accidents facts—publication

U.S. Consumer Product Safety Commission
1100 Commerce, Room 1C-10
Dallas, TX 75242
Write for consumer safety materials.

Texas Congress of Parents and Teachers
408 West 11th Street
Austin, TX 78701
Write for information on:

- home safety
- fire safety
- pedestrian safety
- school bus safety
- water safety
- gun safety

Texas Department of Public Safety
P.O. Box 4087
Austin, TX 78773
Write for:

- pedestrian safety—pamphlets
- occupant restraints—pamphlets
- disaster preparedness—pamphlets

Texas Parks and Wildlife Department
4200 Smith School Road
Austin, TX 78744
Write for:

- water safety—pamphlets
- camping and hiking—pamphlets
- fishing, etc.—pamphlets, films

Texas Safety Association
P.O. Box 9345
Austin, TX 78766
Write for:

- film catalog
- fire safety—pamphlets
- pedestrian safety—pamphlets
- water safety—pamphlets
- passenger safety—pamphlets
- camping and hiking—pamphlets
- fishing, etc.—pamphlets
- disaster preparedness—pamphlets

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency

Austin, Texas

AD9 370 02

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